



Northwood Middle

710 Ikes Road
Taylors, SC 29687

| | | |
|-----------------------|------------------------|--------------|
| Grades | 6-8 Middle School | |
| Enrollment | 850 Students | |
| Principal | Richard Griffin | 864-355-7000 |
| Superintendent | Dr. Phinnize J. Fisher | 864-355-8860 |
| Board Chair | Dr. Keith Ray | 864-288-0476 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|-----------------|----------------|
| 2008 | Average | At-Risk |
| 2007 | Average | At-Risk |
| 2006 | Average | At-Risk |
| 2005 | Average | At-Risk |
| 2004 | Good | Below Average |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

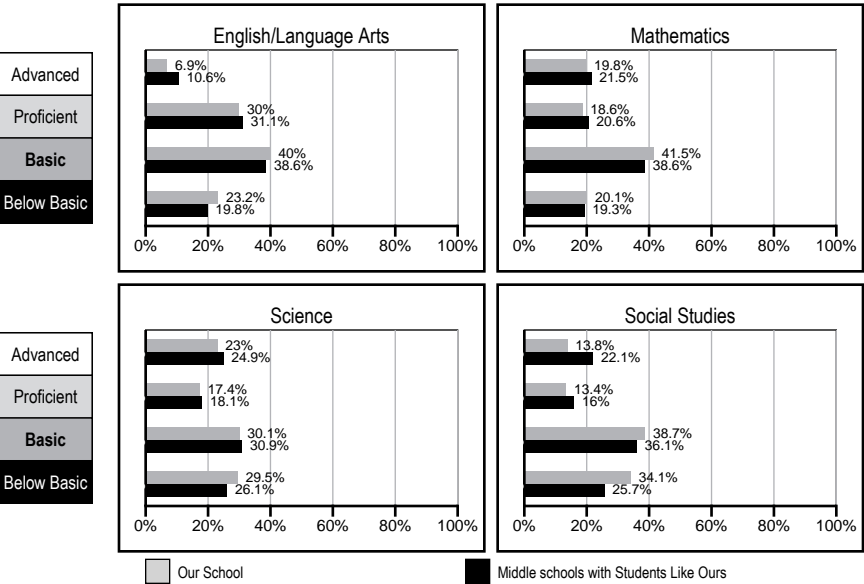
94.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 0 | 7 | 20 | 3 | 1 |

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

| | |
|-------------|---|
| Advanced | Exceeded expectations, Very high score, very well prepared to work at next grade level |
| Proficient | Met expectations, Well prepared to work at next grade level |
| Basic | Met standards, Minimally prepared, can go to next grade level |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours* |
|---|-------------------|---|
| Algebra 1/Math for the Technologies 2 | 100.0 | 97.2 |
| English 1 | 100.0 | 97.2 |
| Physical Science | 0 | 43.8 |
| All Subjects | 100.0 | 97.2 |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=850) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 53.6% | Up from 43.5% | 30.7% | 19.4% |
| Retention rate | 1.1% | Up from 0.9% | 1.8% | 1.8% |
| Attendance rate | 96.4% | Down from 96.6% | 96.3% | 95.8% |
| Eligible for gifted and talented | 25.0% | Down from 29.1% | 26.0% | 15.3% |
| With disabilities other than speech | 11.6% | Up from 11.0% | 11.0% | 12.9% |
| Older than usual for grade | 1.5% | Up from 0.8% | 1.9% | 3.0% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.8% | Down from 2.2% | 1.1% | 0.7% |
| Annual dropout rate | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=52) | | | | |
| Teachers with advanced degrees | 65.4% | Down from 66.7% | 59.6% | 55.0% |
| Continuing contract teachers | 75.0% | Down from 75.4% | 75.4% | 70.6% |
| Teachers with emergency or provisional certificates | 2.3% | Up from 2.0% | 3.7% | 5.4% |
| Teachers returning from previous year | 82.6% | Down from 86.6% | 84.1% | 83.4% |
| Teacher attendance rate | 95.6% | Down from 96.3% | 95.3% | 94.9% |
| Average teacher salary | \$46,856 | Up 1.3% | \$46,811 | \$44,706 |
| Professional development days/teacher | 11.6 days | Up from 9.9 days | 11.7 days | 11.8 days |
| School | | | | |
| Principal's years at school | 8.5 | No Change | 4.0 | 3.0 |
| Student-teacher ratio in core subjects | 23.8 to 1 | Up from 21.7 to 1 | 21.6 to 1 | 20.1 to 1 |
| Prime instructional time | 91.7% | Down from 92.1% | 90.2% | 89.3% |
| Opportunities in the arts | Excellent | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 97.9% | 98.0% | 98.0% |
| Character development program | Average | Down from Good | Good | Good |
| Dollars spent per pupil* | \$6,020 | Up 10.3% | \$6,285 | \$7,097 |
| Percent of expenditures for instruction* | 69.2% | Down from 70.6% | 66.8% | 64.4% |
| Percent of expenditures for teacher salaries* | 65.3% | Down from 68.0% | 63.3% | 59.4% |

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Northwood Middle School continues to be a successful middle school with strong involvement of parents through our PTA. The school's motto is "Northwood: A Community of Learners," where our open door policy encourages parents to come in and be an integral part of their child's education.

Northwood moved into a new facility this past year in January. The building is equipped with state-of-the-art technology, which includes Promethean Boards in every classroom, three fully-equipped computer labs, and three portable lap top carts.

Northwood's growth on its PACT Test scores is mixed. The scores for English Language Arts continue to be strong. Our math scores, while good, showed mixed growth over the past year. This caused our Improvement Rating to be Unsatisfactory which, in turn, caused our overall rating to be Average. This is misleading, as our scores on the Iowa Test of Basic Skills went up this year where our overall score for the school was at the 63th percentile in our 8th grade. In an effort to improve our scores, Northwood continues to use a full-time math and language arts assistance program. This program allows regular education students to get extra help during the day in either Math or Language Arts. The method of addressing special education students' deficiencies was changed to a tutorial model. These students attended regular education classes but received daily extra help all year in their deficit area.

Northwood continues to have successful programs that serve students. Among these are the Black Heritage Bowl Team, the Invention Convention, the History Club, the PTA Reflections Contest, the Science Fair, and the new career awareness/character development program funded by the Education Economic Development Act. All four were award-winning programs, including one student who won the National PTA Reflections Award for Literature. Northwood also sponsors a newspaper and a yearbook. The yearbook was an award winning book this year. Northwood sponsors the National Junior Honor Society (a student service program), a student council, and various Honor Rolls, including the B.U.G. (Bringing Up Grades) Honor Roll to encourage students to always try to improve themselves and their grades. The school also sponsors the Northwood Knight program to encourage good citizenship among students. The school also conducts a summer program for those students who were not successful on the PACT Test.

Northwood continues to strive for improvement for its students through the yearly self-evaluation Portfolio for Continuous Improvement model. Professional development for our staff, as well as communication, both within and outside of school, continues to be a focus for improvement.

Richard L. Griffin, Principal
 Laura Lambrecht, SIC Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 52 | 259 | 122 |
| Percent satisfied with learning environment | 72.5% | 77.3% | 75.8% |
| Percent satisfied with social and physical environment | 86.3% | 78.6% | 70.2% |
| Percent satisfied with school-home relations | 94.2% | 88.7% | 76.9% |

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Adequate Yearly Progress

NO

This school met 21 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 1.9% | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 2.4% | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.4% | 94.0% | Yes |

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|--------------|-----|------|------|------|------|-----|------|------|------|-----|-----|
| All Students | 846 | 99.5 | 23.9 | 40.9 | 29.8 | 5.3 | 47.1 | 52.4 | 48.2 | Yes | Yes |
|--------------|-----|------|------|------|------|-----|------|------|------|-----|-----|

Gender

| | | | | | | | | | | | |
|------|-----|------|------|------|------|-----|------|------|------|-----|-----|
| Male | 433 | 99.3 | 29.6 | 40.6 | 26.1 | 3.7 | 41.6 | 46.1 | 41.7 | N/A | N/A |
|------|-----|------|------|------|------|-----|------|------|------|-----|-----|

| | | | | | | | | | | | |
|--------|-----|------|----|------|------|---|------|------|----|-----|-----|
| Female | 413 | 99.8 | 18 | 41.2 | 33.8 | 7 | 52.8 | 59.1 | 55 | N/A | N/A |
|--------|-----|------|----|------|------|---|------|------|----|-----|-----|

Racial/Ethnic Group

| | | | | | | | | | | | |
|-------|-----|------|------|------|------|-----|------|------|----|-----|-----|
| White | 536 | 99.4 | 14.6 | 40.4 | 38.4 | 6.6 | 58.3 | 62.3 | 60 | Yes | Yes |
|-------|-----|------|------|------|------|-----|------|------|----|-----|-----|

| | | | | | | | | | | | |
|------------------|-----|-----|------|------|-----|-----|------|------|------|----|-----|
| African American | 197 | 100 | 48.9 | 41.8 | 7.7 | 1.6 | 16.5 | 31.7 | 31.7 | No | Yes |
|------------------|-----|-----|------|------|-----|-----|------|------|------|----|-----|

| | | | | | | | | | | | |
|------------------------|----|-----|-----|----|------|------|----|------|------|-----|-----|
| Asian/Pacific Islander | 28 | 100 | 3.7 | 37 | 44.4 | 14.8 | 63 | 74.9 | 70.4 | I/S | I/S |
|------------------------|----|-----|-----|----|------|------|----|------|------|-----|-----|

| | | | | | | | | | | | |
|----------|----|------|------|------|----|-----|----|------|------|-----|-----|
| Hispanic | 82 | 98.8 | 34.3 | 44.3 | 20 | 1.4 | 40 | 36.7 | 38.4 | Yes | Yes |
|----------|----|------|------|------|----|-----|----|------|------|-----|-----|

| | | | | | | | | | | | |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|----|-----|-----|
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 58.7 | 47 | I/S | I/S |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|----|-----|-----|

Disability Status

| | | | | | | | | | | | |
|----------|----|----|----|------|-----|-----|------|------|----|----|-----|
| Disabled | 98 | 98 | 67 | 20.9 | 6.6 | 5.5 | 13.2 | 20.3 | 16 | No | Yes |
|----------|----|----|----|------|-----|-----|------|------|----|----|-----|

Migrant Status

| | | | | | | | | | | | |
|---------|-----|-----|-----|-----|-----|-----|-----|----|------|-----|-----|
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 25 | 38.1 | N/A | N/A |
|---------|-----|-----|-----|-----|-----|-----|-----|----|------|-----|-----|

English Proficiency

| | | | | | | | | | | | |
|----------------------------|----|------|------|------|-----|-----|------|------|------|----|-----|
| Limited English Proficient | 52 | 98.1 | 48.8 | 41.5 | 7.3 | 2.4 | 24.4 | 36.1 | 36.9 | No | Yes |
|----------------------------|----|------|------|------|-----|-----|------|------|------|----|-----|

Socio-Economic Status

| | | | | | | | | | | | |
|----------------|-----|-----|------|------|------|-----|------|------|----|-----|-----|
| Subsided meals | 296 | 100 | 38.8 | 44.8 | 14.2 | 2.2 | 27.6 | 34.3 | 34 | Yes | Yes |
|----------------|-----|-----|------|------|------|-----|------|------|----|-----|-----|

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|--------------|-----|------|------|------|------|------|------|------|------|-----|-----|
| All Students | 846 | 99.7 | 21.3 | 44.8 | 18.3 | 15.6 | 46.3 | 49.5 | 45.8 | Yes | Yes |
|--------------|-----|------|------|------|------|------|------|------|------|-----|-----|

Gender

| | | | | | | | | | | | |
|------|-----|------|------|------|------|------|------|------|------|-----|-----|
| Male | 433 | 99.5 | 21.2 | 41.9 | 19.2 | 17.7 | 48.8 | 49.9 | 45.6 | N/A | N/A |
|------|-----|------|------|------|------|------|------|------|------|-----|-----|

| | | | | | | | | | | | |
|--------|-----|------|------|------|------|------|------|----|------|-----|-----|
| Female | 413 | 99.8 | 21.4 | 47.9 | 17.3 | 13.4 | 43.8 | 49 | 45.9 | N/A | N/A |
|--------|-----|------|------|------|------|------|------|----|------|-----|-----|

Racial/Ethnic Group

| | | | | | | | | | | | |
|-------|-----|------|------|------|------|------|------|------|----|-----|-----|
| White | 536 | 99.4 | 13.1 | 44.2 | 21.6 | 21.1 | 56.5 | 59.4 | 59 | Yes | Yes |
|-------|-----|------|------|------|------|------|------|------|----|-----|-----|

| | | | | | | | | | | | |
|------------------|-----|-----|----|------|-----|-----|------|------|------|----|-----|
| African American | 197 | 100 | 44 | 45.1 | 8.8 | 2.2 | 21.4 | 27.2 | 26.9 | No | Yes |
|------------------|-----|-----|----|------|-----|-----|------|------|------|----|-----|

| | | | | | | | | | | | |
|------------------------|----|-----|-----|------|------|------|------|------|------|-----|-----|
| Asian/Pacific Islander | 28 | 100 | 3.7 | 44.4 | 22.2 | 29.6 | 59.3 | 75.3 | 71.3 | I/S | I/S |
|------------------------|----|-----|-----|------|------|------|------|------|------|-----|-----|

| | | | | | | | | | | | |
|----------|----|-----|------|----|------|-----|------|------|------|----|-----|
| Hispanic | 82 | 100 | 27.1 | 50 | 17.1 | 5.7 | 32.9 | 37.4 | 38.1 | No | Yes |
|----------|----|-----|------|----|------|-----|------|------|------|----|-----|

| | | | | | | | | | | | |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 52.4 | 46.2 | I/S | I/S |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|

Disability Status

| | | | | | | | | | | | |
|----------|----|----|------|------|-----|-----|----|------|------|----|-----|
| Disabled | 98 | 98 | 61.5 | 30.8 | 3.3 | 4.4 | 11 | 20.1 | 17.1 | No | Yes |
|----------|----|----|------|------|-----|-----|----|------|------|----|-----|

Migrant Status

| | | | | | | | | | | | |
|---------|-----|-----|-----|-----|-----|-----|-----|----|------|-----|-----|
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 30 | 32.5 | N/A | N/A |
|---------|-----|-----|-----|-----|-----|-----|-----|----|------|-----|-----|

English Proficiency

| | | | | | | | | | | | |
|----------------------------|----|-----|------|------|------|-----|------|------|------|----|-----|
| Limited English Proficient | 52 | 100 | 36.6 | 48.8 | 12.2 | 2.4 | 24.4 | 38.4 | 38.7 | No | Yes |
|----------------------------|----|-----|------|------|------|-----|------|------|------|----|-----|

Socio-Economic Status

| | | | | | | | | | | | |
|----------------|-----|-----|------|------|-----|-----|------|------|------|----|-----|
| Subsided meals | 296 | 100 | 34.7 | 48.9 | 8.6 | 7.8 | 26.9 | 32.2 | 31.4 | No | Yes |
|----------------|-----|-----|------|------|-----|-----|------|------|------|----|-----|

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|

Science

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|------|------|
| All Students | 559 | 100 | 28.9 | 30.4 | 17.6 | 23.1 | 40.7 | 39.3 | 35.7 | 96.4 | 96.5 |
| Gender | | | | | | | | | | | |
| Male | 272 | 100 | 30 | 27.7 | 17 | 25.3 | 42.3 | 41.6 | 37.4 | 96.4 | 96.4 |
| Female | 287 | 100 | 27.8 | 33 | 18.1 | 21.1 | 39.3 | 36.9 | 33.8 | 96.5 | 96.6 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 350 | 100 | 19.5 | 28.1 | 20.7 | 31.7 | 52.4 | 49.7 | 49.2 | 96.5 | 96.4 |
| African American | 127 | 100 | 54.3 | 36.2 | 7.8 | 1.7 | 9.5 | 18.2 | 17 | 95.7 | 96.4 |
| Asian/Pacific Islander | 24 | 100 | 8.7 | 26.1 | 30.4 | 34.8 | 65.2 | 60.9 | 58 | 99 | 97.7 |
| Hispanic | 55 | 100 | 41.7 | 35.4 | 12.5 | 10.4 | 22.9 | 23.7 | 24.9 | 97.1 | 96.9 |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 34.2 | 37.4 | 94.2 | 95.3 |
| Disability Status | | | | | | | | | | | |
| Disabled | 63 | 100 | 69.5 | 20.3 | 3.4 | 6.8 | 10.2 | 16.3 | 14 | 95.3 | 95.5 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 20 | 21.9 | N/A | 96.4 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 36 | 100 | 48.3 | 27.6 | 17.2 | 6.9 | 24.1 | 22.6 | 24.4 | 97.3 | 97.2 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 194 | 100 | 45.7 | 35.4 | 9.7 | 9.1 | 18.9 | 21.3 | 21.1 | 95.2 | 95.8 |

Social Studies

| | | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|------|------|------|
| All Students | 561 | 99.5 | 33.4 | 38.7 | 13.5 | 14.3 | 27.9 | 38.1 | 34 | 96.4 | 96.5 |
| Gender | | | | | | | | | | | |
| Male | 309 | 99.7 | 31.7 | 36.9 | 14.8 | 16.6 | 31.4 | 41 | 36.6 | 96.4 | 96.4 |
| Female | 252 | 99.2 | 35.5 | 41 | 12 | 11.5 | 23.5 | 35 | 31.3 | 96.5 | 96.6 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 360 | 100 | 23.1 | 43.2 | 15.6 | 18.2 | 33.7 | 46.1 | 44.5 | 96.5 | 96.4 |
| African American | 133 | 98.5 | 58 | 29.4 | 8.4 | 4.2 | 12.6 | 20.5 | 19.1 | 95.7 | 96.4 |
| Asian/Pacific Islander | 13 | 100 | 16.7 | 25 | 25 | 33.3 | 58.3 | 60.2 | 58.9 | 99 | 97.7 |
| Hispanic | 55 | 98.2 | 52.2 | 32.6 | 8.7 | 6.5 | 15.2 | 27.7 | 27.5 | 97.1 | 96.9 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 28.3 | 32.7 | 94.2 | 95.3 |
| Disability Status | | | | | | | | | | | |
| Disabled | 71 | 98.6 | 59.7 | 29.9 | 6 | 4.5 | 10.4 | 17.1 | 14.4 | 95.3 | 95.5 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 28.6 | 22.6 | N/A | 96.4 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 32 | 96.9 | 62.5 | 29.2 | 4.2 | 4.2 | 8.3 | 27.6 | 27.3 | 97.3 | 97.2 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 196 | 98.5 | 52 | 34.1 | 6.4 | 7.5 | 13.9 | 22.8 | 21 | 95.2 | 95.8 |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|-----------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 271 | 98.2 | 28.1 | 40.2 | 24.9 | 6.8 | 31.7 |
| | 7 | 281 | 98.9 | 19 | 43.7 | 35.7 | 1.5 | 37.3 |
| | 8 | 302 | 98 | 25.4 | 44.1 | 26.5 | 3.9 | 30.5 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 274 | 98.9 | 23.1 | 39.6 | 30.2 | 7.1 | 37.3 |
| | 7 | 277 | 100 | 27.5 | 42.4 | 28.2 | 2 | 30.2 |
| | 8 | 295 | 99.7 | 21.5 | 40.8 | 31 | 6.7 | 37.7 |
| Mathematics | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 271 | 98.9 | 23.6 | 42 | 17.2 | 17.2 | 34.4 |
| | 7 | 281 | 99.6 | 15.5 | 43.2 | 20.8 | 20.5 | 41.3 |
| | 8 | 302 | 99 | 27.2 | 49.8 | 15.8 | 7.2 | 22.9 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 274 | 99.3 | 20.8 | 37.6 | 21.6 | 20 | 41.6 |
| | 7 | 277 | 100 | 18.4 | 47.1 | 18.8 | 15.7 | 34.5 |
| | 8 | 295 | 99.7 | 24.3 | 49.3 | 14.8 | 11.6 | 26.4 |
| Science | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 134 | 98.5 | 45.2 | 26.6 | 9.7 | 18.5 | 28.2 |
| | 7 | 281 | 98.9 | 28.7 | 33 | 22.2 | 16.1 | 38.3 |
| | 8 | 150 | 97.3 | 31.2 | 35.5 | 15.2 | 18.1 | 33.3 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 135 | 100 | 31 | 24.6 | 17.5 | 27 | 44.4 |
| | 7 | 276 | 100 | 28.3 | 37.4 | 15.7 | 18.5 | 34.3 |
| | 8 | 148 | 100 | 28 | 23.1 | 21 | 28 | 49 |
| Social Studies | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 136 | 95.6 | 16.4 | 27.9 | 24.6 | 31.1 | 55.7 |
| | 7 | 281 | 99.3 | 33 | 31.4 | 15.7 | 19.9 | 35.6 |
| | 8 | 150 | 99.3 | 31.4 | 57.9 | 6.4 | 4.3 | 10.7 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 139 | 98.6 | 20 | 41.5 | 19.2 | 19.2 | 38.5 |
| | 7 | 276 | 100 | 44.1 | 29.9 | 10.6 | 15.4 | 26 |
| | 8 | 146 | 99.3 | 26.4 | 52.1 | 13.6 | 7.9 | 21.4 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample